DOCUMENT RESUME

ED 402 688 EA 028 156

AUTHOR	Pedrini, Giovanni
TITLE	Secondary Education in Italy. Guide to Secondary Education in Europe Series.
INSTITUTION	Council for Cultural Cooperation, Strasbourg (France).
REPORT NO	ISBN-92-871-2790-5
PUB DATE	96
NOTE	51p.
AVAILABLE FROM	Manhattan Publishing Company, 468 Albany Post Road, P.O. Box 850, Croton-on-Hudson, NY 10520; Council of Europe Publishing, Council of Europe, F-67075 Strasbourg Cedex.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Compulsory Education; *Curriculum Design; Educational Innovation; Educational Policy; Foreign Countries; *School Administration; *School Organization; School Personnel; *Secondary Education; Student Evaluation; Vocational Education
IDENTIFIERS	*Italy

ABSTRACT

Italy's 1948 Constitution of the Republic reformed lower secondary education, making schooling compulsory for all citizens. This guide highlights the complex nature of the secondary education system in Italy. It provides information primarily about the upper secondary level of education, which consists of 3, 4, or 5 years of courses following the compulsory stage. The report describes the organization of the Italian education system, administration, staff, student assessment, the structure and organization of upper secondary education, educational innovations, current issues, and future prospects. Despite the reforms, true comprehensive reform of secondary education has never occurred. It is argued that the education system must assume the role of a "de jure" system in order to enhance the role of the school as a social and vocational institution. Other recommendations favor school-based management, partnerships in education (to build training programs and support for students in difficulty), increased regional and local accountability, a multicultural approach, and efforts to increase school retention. Two figures are included. The appendix contains seven tables of statistical data and examples of curricular timetables. (Contains 17 references.) (LMI)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 402 688

Collection
Education

Secondary education in Italy

Council of Europe Press

BEST COPY AVAILABLE

EA 028 156

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

N. Birch-Jacobsen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Secondary education in Italy

by Giovanni Pedrini

Guide to secondary education in Europe
Editor Denis Kallen

A secondary education for Europe
Council for Cultural Co-operation

Council of Europe Press

French edition
L'enseignement secondaire en Italie
ISBN 92-871-2789-1

The opinions expressed in this work are those of the author(s) and do not necessarily reflect the official policy of the Council for Cultural Co-operation of the Council of Europe nor of the Secretariat.

All correspondence concerning this publication or the reproduction or translation of all or part of the document should be addressed to the Director of Education, Culture and Sport of the Council of Europe (F-67075 Strasbourg Cedex).

The reproduction of extracts is authorised, except for commercial purposes, on condition that the source is quoted.

Cover design: Atelier de création graphique, Council of Europe

Council of Europe Press
F-67075 Strasbourg Cedex

ISBN 92-871-2790-5
© Council of Europe, 1996
Printed in the Netherlands

The **Council of Europe** was founded in 1949 to achieve greater unity between European parliamentary democracies. It is the oldest of the European political institutions and has forty member states,[1] including the fifteen members of the European Union. It is the widest intergovernmental and interparliamentary grouping in Europe, and has its headquarters in the French city of Strasbourg.

Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth, health, environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, forty-four states have acceded to the European Cultural Convention; the Council of Europe's full member states plus Belarus, Bosnia-Herzegovina, the Holy See and Monaco.

The **Council for Cultural Co-operation** (the CDCC) is responsible for the Council of Europe's work on education and culture. Four specialised committees – the Education Committee, the Standing Conference on University Problems, the Culture Committee and the Cultural Heritage Committee – help the CDCC to carry out its tasks under the European Cultural Convention. There is also a close working relationship between the CDCC and the regular conferences of specialised European ministers responsible for education, culture and cultural heritage.

The CDCC's programmes are an integral part of the Council of Europe's work, and, like the programmes in other sectors, they contribute to the Organisation's three overarching policy objectives for the 1990s:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

- the promotion of an awareness of European identity;

1. Albania, Andorra, Austria, Belgium, Bulgaria, Croatia, Czech Republic, Cyprus, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Iceland, Ireland, Italy, Latvia, Liechtenstein, Lithuania, Luxembourg, Malta, Moldova, Netherlands, Norway, Poland, Portugal, Romania, Russia, San Marino, Slovak Republic, Slovenia, Spain, Sweden, Switzerland, "the former Yugoslav Republic of Macedonia", Turkey, Ukraine, United Kingdom.

5

– the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for demõcratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher eduction; the reform of legislation on higher education in central and eastern Europe; academic mobility; and educational documentation and research.

In 1991, the Council for Cultural Co-operation of the Council of Europe launched a project entitled "A secondary education for Europe". The aims of the project are to:

– give young people the knowledge, skills and attitudes they will need to meet the major challenges of European society;

– prepare young people for higher education, and for mobility, work and daily life in a multilingual and multicultural, democratic Europe;

– make young people aware of their common cultural heritage and their shared responsibilities as Europeans.

This project has two elements: the first devoted to reflections and consultations among the member states on the overall policies and strategies, and the second on the European dimension in the school curriculum.

The series entitled "Guide to secondary education in Europe" sets out to present in a synthetic form – country by country – the major elements of secondary education structures and policies that exist in CDCC member states.

Each guide has been written, on the basis of a common analysis, by experts designated by the authorities in each country concerned.

Denis Kallen has undertaken the difficult task of the general co-ordination of this series, guaranteeing its coherence and thus allowing comparisons to be made among countries.

Given that this is a field in which developments sometimes take place very quickly and are of an almost permanent nature, it is possible that, despite the considerable efforts made to take into accour . the latest reforms in the pipeline, certain changes may have taken place since the manuscript was originally received.

In the same series

– *Secondary education in France*
ISBN 92-871-2578-3

– *Secondary education in Ireland*
ISBN 92-871-2580-5

– *Secondary education in Liechtenstein*
ISBN 92-871-2584-8

– *Secondary education in the Netherlands*
ISBN 92-871-2582-1

– *Secondary education in Slovenia*
ISBN 92-871-2558-4

– *Secondary education in England*
ISBN 92-871-2645-3

– *Secondary education in Austria*
ISBN 92-871-2639-9

– *Secondary education in Germany*
ISBN 92-871-2637-2

– *Secondary education in Switzerland*
ISBN 92-871-2641-0

– *Secondary education in the Flemish Community of Belgium*
ISBN 92-871-2643-7

– *Secondary education in Bulgaria*
ISBN 92-871-2743-3

– *Secondary education in Denmark*
ISBN 92-871-2745-X

– *Secondary education in Scotland*
ISBN 92-871-2767-0

– *Secondary education in Norway*
ISBN 92-871-2788-3

– *Secondary education in Poland*
ISBN 92-871-2927-4

– *Secondary education in Estonia*
ISBN 92-871-2942-8

– *Secondary education in Albania*
ISBN 92-871-2923-1

– *Secondary education in Greece*
ISBN 92-871-2964-9

– *Secondary education in Finland*
ISBN 92-871-2962-2

– *Secondary education in Spain*
ISBN 92-871-2747-6

– *Secondary education in Malta*
ISBN 92-871-2966-5

S

Contents

		Page
I.	Introduction	9
II.	Organisation of education	11
III.	Administration	15
IV.	Staff	17
V.	Assessment	19
VI.	Structure and organisation of upper secondary education	21
VII.	Experimentation and innovation	27
VIII.	Considerations and prospects	33
References		37
Appendix		39

I. Introduction

From the time of the unification of Italy in the latter half of the nineteenth century up to the present day, the basic design of secondary schooling has been developed in two essential stages, namely: the Casati reform,[1] which was originally intended for Piedmont, and which then gradually took in the whole country, and the Gentile reform,[2] whose structural imprint is still visible today, with a few significant variations, especially at lower secondary level (ages 11 to 14).[3]

The Gentile reform provided for very different types of formal schooling following five years of compulsory primary education:

– the three-year integration course which followed primary education with the 6th, 7th and 8th grades;

– the three-year *scuola secondaria di avviamento professionale* (agricultural, commercial and industrial studies and courses for girls), which gave access to technical studies (agricultural, industrial, maritime, commercial, etc., lasting two years), the forerunner of the present-day *istituto professionale* (lasting three or five years);

– the *scuola magistrale* (four years), leading to the *istituto magistrale*, providing a four-year course of teacher training for primary level;

– the *ginnasio inferiore* (three years), leading to the *ginnasio superiore* (two years) and classical (three years) or scientific (four years) upper secondary education;

– the *istituto tecnico inferiore* (four years), leading to technical school;

– the *scuole d'arte* (three years), leading to the *istituti d'arte*.

1. Introduced by R.D. of 13 November 1859.
2. R.D. of 6 May 1923, No. 1054; R.D. of 4 May 1925, No. 653.
3. The final reform of lower secondary education was achieved through Act 1859 of 31 December 1962. However, changes started being introduced from 1940 onwards, with the unification of some of the existing courses into the *Scuola Media*, established by Act 899, at the instigation of Mr Bottai, then Minister of Education. It brought together three types of lower secondary school (*ginnasio inferiore*, *scuola magistrale*, and *scuola tecnica inferiore*).

The Gentile reform, while leaving pupils a fairly wide choice of secondary courses, in fact organised secondary education in Italy along two basic tracks: one provided training for managerial staff and the professions; the other was designed for manual and non-manual workers and craftworkers.

It was not, however, until the Republic was established in 1948 that a definitive, fundamental reform[1] of lower secondary education was undertaken through the merging of all the different types of lower secondary education into the *scuola media unica*, which still exists today. This reform gave practical effect to the principle of compulsory schooling for all citizens, as provided for by Article 34 of the Constitution.

It should also be made clear that in Italy secondary education can be taken to refer either to lower secondary (three years of compulsory schooling after primary level) or to upper secondary, which consists of three, four or five years of courses following the compulsory stage of education. This report deals chiefly with the latter.

It should be noted lastly that in Italy education is entrusted to state-run public schools and to schools run by other public authorities, in other words by local authorities (municipalities and provinces) or by private religious or secular organisations.

The same principles, the same provisions and the same curricula are applied in all these different types of schools.

The co-existence of public and private establishments dates from the period of unification, when it was expressly recognised and guaranteed. It was confirmed by the 1948 Constitution of the Republic in its Article 33 (see also footnote on p. 11).

1 The 1962 Act, as amended in 1977 by Act No. 348, which introduced a few changes into the curriculum by eliminating Latin once and for all (which the 1962 Act had kept as an option) and Act No. 517 which enabled disabled children to be admitted into schools, providing for additional human resources (extra teachers) and the assistance of specialised medical personnel and educational psychologists (under the responsibility of the municipalities and the UU.SS.LL. community health centres). Then in 1979 the ministerial decree established the new curricula for all subjects at lower secondary level.

II. Organisation of education

The general organisation of education in Italy is laid down in national legislation. Our system is still based essentially on principles of centralisation that date back to the first laws following unification.

Given the need to establish homogeneous structures in the country with a view to achieving unity among the various populations and areas, with each retaining its own social, economic and cultural identity, the principle of centralisation, inspired by the Napoleonic model, was considered the most suitable. Such centralisation did not, however, rule out co-operation with the local communities, but they had an instrumental function rather than an active role in the training of the young. There were administrative, functional and managerial links between schools and the central bureaucracy.

There existed from the beginning, as has already been said, public educational establishments side by side with religious and non-religious private schools and schools run by local communities.

It should be noted that where the organisation of curricula is concerned, the two types of education, public and private, have always developed hand in hand, in accordance with ministerial directives.

In the 1948 Constitution are to be found a number of principles relating to education policy, but the basic principles of the Italian education system are contained in Articles 33 and 34.[1]

1. Article 33: "The practice and teaching of art and science shall be free. The republic shall establish the general rules governing education and shall establish state schools for all courses of study. Private institutions shall have the right to open schools at no cost to the state. Just as the rights and duties of private schools that require equality for their pupils shall be established by law, so the full freedom of such schools and treatment of them equivalent to that accorded to public schools shall likewise be established by law. State examinations shall be instituted for admission to the various levels of education and for completion of education or for the certificate of occupational proficiency. Institutions of advanced education, universities and academies shall have the right to adopt their own regulations within the limits of the laws of the state." Article 34: "Schools shall be open to all. The education given to children under the age of 8 shall be compulsory and free. Gifted and deserving pupils, even when they have no resources, shall have the right to proceed to the highest levels of education. The republic shall make this right effective by means of grants, family allowances or other measures to be decided on the basis of competitive examination."

BEST COPY AVAILABLE

Since it is established that education is an inalienable right of the citizen and that it must be dispensed through entirely free schooling, the Constitution lays upon the state the obligation to prescribe general rules for the provision of education at all levels and the obligation to establish public establishments of education for all types of schooling. All public and private institutions and all citizens are entitled to manage establishments of education while observing the regulations applied to state schools and while guaranteeing equal treatment for all pupils.

The principle of administrative autonomy for universities and other institutions of higher education is laid down by the Constitution, which also establishes compulsory examinations for admission from one level of education to the next and guarantees compulsory, free education for all children between the ages of 6 and 14 within the national territory. As the Constitution provides for at least eight years of compulsory education, the raising of the school-leaving age to 16 (currently under discussion in parliament) will not necessitate any amendment to those articles.[1]

In the 1960s, rapid economic development, international competition and European integration made it necessary for radical changes to be made to the educational process. The job market created new professions. Student protest in 1968 revealed educational realities in a new light, but the modernisation of secondary education was generally achieved within the existing structures, which have proved well able to adapt to the demands of the new age.

In the 1960s and 1970s, political awareness of the need to renew educational structures developed in three stages:

– introduction of the unified school (*scuola media unica*) in 1962, and with it compulsory education at intermediate level for all children between the ages of 11 and 14, following primary schooling;[2]

– establishment of *organi collegiali* (joint bodies) (Presidential Decree No. 416 of 1974), which have a hand in the management of the various levels of education;

– introduction of experimental curricula (DPR No. 419 of 1974).

The *scuola media* comprises three years of schooling. For admission, pupils are required to possess the *licenza elementare* (primary school certificate). Enrolment and attendance are free, but parents have to pay for textbooks. The timetable provides for five hours of courses every day, six days a week,

1. Such an amendment would, however, be necessary if the duration of compulsory education were reduced to less than eight years.
2. See introduction.

except in the experimental classes or in the case of *tempo prolungato* (extra schooling). The pupils generally stay at school from 8 a.m. to 1 p.m. and receive each week 11 hours of Italian, history, geography and civic instruction, 6 hours of science and mathematics, 3 hours of a foreign language, 3 hours of technical education, 2 hours of drawing, 2 hours of music, 2 hours of gym and 1 optional hour of religion.

In the experimental classes, the number of hours of lessons is 33, as a result of the introduction of a second foreign language, or 32 hours if the pupil is learning to play an instrument. In the *tempo prolungato* class, there are 36 hours of teaching a week.

After three years, pupils are required to sit a state examination, following which they may either go on to upper secondary education or complete their compulsory schooling and start work, although they are first required to follow courses of vocational training run by the regional authorities. As it is a state examination, the examination board is composed of the teachers concerned, but is chaired by a head teacher from another school, appointed by the Superintendent of Schools.

The *organi collegiali* provide for participation by parents and representatives of local authorities in the running of the school. They are designed to ensure real and effective interaction. For the first time educational establishments have been made responsible for managing themselves. For this to be so, the school concerned must fulfil a number of structural, administrative and educational requirements.

The main goal of this new form of school management, known as "social" management to distinguish it from centralised, bureaucratic management, is the democratisation of the education system, and at the same time it should help to bring schools into closer touch with the world around them.

In the last few years there has been rapid social and economic change in the most developed countries. The economy has moved to the post-industrial stage, while the increasingly fast development of electronics and the new technologies calls for a new type of schooling, with the result that education must cease to be "monocentric", centred exclusively on itself, and become polycentric.

Facilities for acquiring knowledge and information outside the formal school context, in society, will become ever more numerous. It is therefore necessary for schools to enter into closer contact with these new media and to engage in interaction with them. This has in any case now become inevitable.

In order to decentralise certain ministerial responsibilities, each education authority and each educational establishment has been empowered to undertake experiments and to devise programmes in order to reduce the gap between schools and the world of work, between general education and vocational training.

The "long" course of technical secondary education is dispensed by state schools or state-supervised private schools. The latter are organised along the same lines as the state schools (the same number of years of schooling, the same timetable). They are legally recognised (*legalmente riconosciute*). These schools all prepare pupils for the same examination and deliver the same diplomas. They are all under the supervision of the Superintendent of Schools, who represents the ministry.

There are also courses organised by the regional authorities and by industrial or trade associations active in the field of vocational training, under the responsibility of the regional authorities (short training, without any involvement on the part of the Ministry, except at the time of the final examination).

III. Administration

The administration of schools and the framing of education policy are the responsibility of the *Ministerio della Pubblica Istruzione* (Ministry of Education), headed by the minister who is assisted by *sottosegretari* (state secretaries).

The minister is accountable to the parliamentary assemblies for the smooth overall functioning of the education system and has financial responsibility for the ministry. The estimated budget for the current year is 45 167 thousand million lire, which represents 3,4% of the gross domestic product and 6,6% of public spending. The minister, helped by staff and by the central and regional authorities, directs education policy by means of circulars setting out recommendations on matters within the minister's competence.

The ministry is divided into directorates, each of which has responsibility for one of the educational sectors (primary, secondary, classical, technical, cultural exchanges, etc.).

The minister is also the chair of the National Education Council (CNPI), which has to be consulted on major reforms. Its role is to make proposals concerning curricula. The council is composed of representatives of head teachers, teachers, administrative staff elected by the rank and file, and employers' representatives.

In eighteen of the country's twenty regions,[1] there is a regional office under the authority of the ministry and directed by a *sovrintendente* (education officer). This office recruits teachers by open competitive examination and plans the new educational institutions to be established in the region. Primary and secondary school inspectors are accredited to the office and are responsible for technical and pedagogical assistance to schools and contribute to in-service teacher training and educational experimentation. They also, at the

1. In two regions, Valle d'Aosta and Trentino-Alto-Adige, in view of the special autonomy granted to them in the Constitution because of their ethnic characteristics, there is no education department. It is replaced by various offices that serve to represent both the state and the autonomous regions.

request of the superintendent of schools, carry out checks on schools, head teachers and teaching staff.

In each province there is an education office (*provveditorato agli studi*) run by a superintendent of schools (*provveditore agli studi*) who comes under and is appointed directly by the minister.

In contrast with the situation in France, the *provveditori* have no hierarchical link with the *sovrintendenti*. They have full responsibility for the administrative management of all schools in the province concerned and also have a role in the supervision of private establishments. Their offices are entrusted with the application of legislative provisions and ministerial circulars and have the task of ensuring that they are observed in public and private schools alike. School principals are accountable to the office of the *provveditori* and come under their authority.

In each province, an education council (*consiglio scolastico provinciale*) is elected every three years. It advises the Superintendent of Schools on matters under its legal responsibility and on other matters, upon request.

In each territorial district there is a *distretto* (local education office) which is responsible for educational guidance, adult education, study entitlement and similar services.

In each school there are school councils and class councils (consisting of teachers and representatives of parents and pupils),[1] as well as teachers' councils.

In order to raise educational standards in secondary schools and, in particular, to enhance their links with working life, full administrative and budgetary autonomy has been granted to vocational, arts and technical secondary schools.

Teachers' relations with the school principal are now less hierarchical and hence, in keeping with the constitutional principle of academic freedom, teachers have more direct responsibility in the process of education and training and are better able to develop their own methods of teaching and to propose experimental approaches.

1. Pupils participate in these only in upper secondary schools.

IV. Staff

Some 260 000 people are employed in secondary education (1992/93 figures). Various modes of recruitment for teachers exist in the public education sector: temporary appointment (fixed-term or supply-teaching contracts, applying to some 10% of cases) and tenure (granted after an open competitive examination held every two years).

Most teachers are university graduates or hold a diploma from an institute of advanced studies (the latter teach physical education, drawing and music). All teachers in public establishments are public employees and, as a rule, remain in their posts for a period of forty years. Teachers can, however, on request, take early retirement after a minimum of twenty years' service.

Since 1988, 50% of teachers have been recruited by competitive examination. Successful candidates are recognised to be qualified to teach and their names are listed in registers kept for each province. They are appointed as and when vacancies occur. Full-time teachers teach eighteen hours a week and devote at least ten hours a week to preparation and to in-service training. Staff policy is still based essentially on teaching duties and promotion still depends on seniority, so that salary is not determined by the teacher's activities but by personal status.

The great expansion of education that occurred in the 1960s led to a lowering of the average age of staff[1] but also to a drop in standards, owing to the need to fill vacancies following the rapid rise in pupil numbers, and hence to a slackening of staff selection criteria, especially for technical subjects, in all types of school.

This problem has been dealt with by means of in-service training, provided by each establishment in the exercise of its autonomy by the ministry, by the superintendents of schools, by the university, or by the IRRSAE (institutions for research, experimentation and modernisation at regional level). Teachers' associations also organise seminars or courses. Teachers in private schools

1. Furthermore, women now account for about 60% of secondary school teachers.

have a special status specific to each establishment, while having the same diplomas as teachers in the public sector.

School principals, who come under the superintendents of schools, are also recruited by competitive examination. They usually have teaching experience and demonstrate their ability by developing distinctive methods or programmes and performing educational and administrative functions, assisted by a secretarial service staffed by persons recruited by competitive examination. They are the official representatives of their schools and are responsible for the activities of all the staff of the establishment.

In conclusion, it may be said that the role of school principals lies at the intersection of administration and teaching, in the field of educational management.

V. Assessment

An ever present problem is that of teacher and pupil assessment, particularly on account of the selection that has to be made for upper secondary education.

Pupil assessment has undergone changes as a result of political and social pressure. It may take place every term or at the end of two four-month periods, as decided by the teachers' council.

In lower secondary, at the end of the school year – which runs from September to June – all pupils are admitted to the following year by virtue of Act No. 517 of 1977, which abolished examinations designed to offer unsuccessful pupils a second chance.

It should be added that the assessment system for this level of education, as for the primary level, no longer comprises marks expressed as figures; these have been replaced by letters (from A to E, declining in value).

Each pupil receives an assessment report in December, March and June, in the case of end-of-term assessments, and in February and June when the school year is divided into two four-month periods. It is in three copies, one for the school, one for the parents, and one for the pupils themselves.

It is in four parts: the first takes into consideration the pupil's initial level (abilities, motivation, work pace, etc.); the second reports on the various strategies used to improve the pupil's results; the third gives letters for each subject showing the results achieved; and in the fourth, the class council gives an overall appraisal of the pupil's results, behaviour and motivation and outlines possible prospects.

At the end of the school year, pupils in upper secondary education move up into the following year; if however they have received less than six out of ten in any subject they are offered a second chance in the form of an examination in the subject or subjects concerned before the beginning of the following school year, or they may be expelled.

The *maturità* examination, which offers at the age of 19 the main means of assessing final results, was established by Act No. 96 of 5 February 1969 and

has not changed since. It consists of two written papers determined at central level for all establishments of the same kind throughout the country, and an oral test in two subjects, one chosen by the pupil, the other by a teachers' commission appointed by the ministry and serving as the examination board for the school-leaving certificate.

This examination, which marks the completion of secondary education, offers a real means of assessing pupils' educational attainments and maturity.

Where teachers are concerned, until 1974 the school principal was required each year to make a performance report ending with an overall rating (excellent, very good, good, satisfactory, unsatisfactory). This meant keeping a careful watch over each teacher in respect of both teaching and discipline. Since 1974, following the democratisation of education and participation by parents and teachers in school management, there has no longer been any procedure whereby school principals can assess the work of teachers. However, inspectors have the task of monitoring the teaching and classroom performance of teachers, upon request by the school principal to the superintendent of schools

School principals also have the power to take disciplinary action against teachers. This is limited to a "warning".

Lastly, with regard to the functioning of schools as a whole, assessment is the responsibility of the superintendents of schools in the exercise of their supervision over all the levels and types of school in their charge. In particular, the superintendent, as the supervisor of the school principals, is required to make an annual performance report on their abilities, qualities and behaviour, ending with an overall rating (ranging from "excellent" to "unsatisfactory"). The superintendent may take disciplinary measures, in the form of a censure, suspension or dismissal, against school principals and staff (teachers and non-teachers alike), following a special investigation which may even, in serious cases, involve the local disciplinary boards.

VI. The structure and organisation of upper secondary education

By "institutions of upper secondary education" is understood all establishments operating at the stage between compulsory schooling and university.

Pupils who have obtained the lower secondary diploma can go to any upper secondary school or enter employment after following a course of vocational training.

Young people with the secondary school-leaving diploma can go on to university.

Very few pupils (1,28%) do not obtain the *scuola media* (lower secondary) diploma. Provided they are at least 16 years of age, they can follow *corsi per lavatori* (courses for workers), consisting of a minimum of 350 hours of lessons spread over a school year (September to May). These courses cover all the subjects learned at *scuola media* and end with an examination to obtain the *scuola media* diploma.

Since 1969, all the university faculties have been open to pupils who have completed any upper secondary curriculum, provided that it is of at least five years' duration.

In the case of the *liceo artistico* and the *istituto magistrale* (four years), pupils can be admitted to university only after following a special "integration" course, which they can do in the establishment where they took their secondary school-leaving diploma. They then have to sit a final examination.

Upper secondary education is provided by five types of school: *liceale, magistrale, tecnico, artistico* and *professionale*, each of which is subdivided into several branches. Pupils have an average of thirty to forty hours of classes a week (from 8 a.m. to 1 p.m.). If classes continue in the afternoon, they can go home at 2 p.m. or eat in the school canteen.

a. Liceale education covers three types of school:

– classical, with an average of twenty-eight hours of classes a week, which include Latin, Italian, Greek, history, history of art, philosophy, science and a

foreign language, for two years. Such schools do not normally offer direct access to working life but entitle pupils to sit a competitive examination for the tertiary sector. School ends with a secondary school-leaving diploma which gives access to all the university faculties;

– scientific, also with an average of twenty-eight hours of classes a week, aimed at specialisation through the study of science, mathematics, chemistry, physics and draughtsmanship, in addition to Latin, Italian and a foreign language. It gives access to university and to the competitive examinations for the tertiary sector;

– linguistic, which exists only in the form of private schools, and also offering twenty-eight hours of classes a week. It gives prominence to the teaching of modern languages, alongside Italian and Latin. It can lead to employment as an interpreter with tourist agencies or international organisations or to university enrolment.

The course of study in these schools lasts five years.

b. Teacher training is provided by:

– the *istituto magistrale*, which offers a four-year course of teacher training for primary level. The main subjects taught are educational science and psychology. An extra year is required for university admission;

– the *scuola magistrale*, which offers a three-year course of teacher training for nursery school. Since 1983, male students have also been accepted. Experimental structures are planned for these schools, bringing the course of study up to five years.

c. Technical education designates the education provided by eight types of *istituti*, which are designed to prepare pupils for working life. After obtaining the secondary-school-leaving diploma, however, pupils can either start their working life or engage in university studies (without restriction). The eight types of *istituti* are as follows:

– the *istituti tecnici commerciali*, preparing for the profession of chartered accountant. They give prominence to the teaching of economics, commerce and law;

– the *istituti tecnici industriali* lead to a vocational training certificate in the chosen field of specialisation: mechanics, chemistry, electricity, electronics, textiles, computer science, etc.;

– the *istituti tecnici per geometri* place special emphasis on the teaching of technical drawing, topography and construction and provide training for geometers and surveyors;

– the *istituti tecnici agrari* train agronomists;

– the *istituti tecnici per il turismo* train agents/secretaries and give prominence to the teaching of modern languages (English, French, German, etc.);

– the *istituti tecnici aeronautici*, to which pupils are admitted after a medical check-up, provide training for technical branches of aeronautics;

– the *istituti tecnici nautici* offer training in the field of maritime trade and also train naval officers;

– the *istituti tecnici per i servizi sociali* train staff for the various social services (these were formerly known as "Institutes for Women", but now are open to young people of either sex).

In all these institutes, the course of study lasts five years.

In all the fields of study covered by these institutes, there are numerous sections and specialisations.

d. Art education designates the instruction provided by art school (four years plus one extra year for university admission) and the *istituto d'arte*, which prepares pupils for applied work in industry and crafts (length of course five years, plus three years to obtain the *maestro d'arte* diploma).

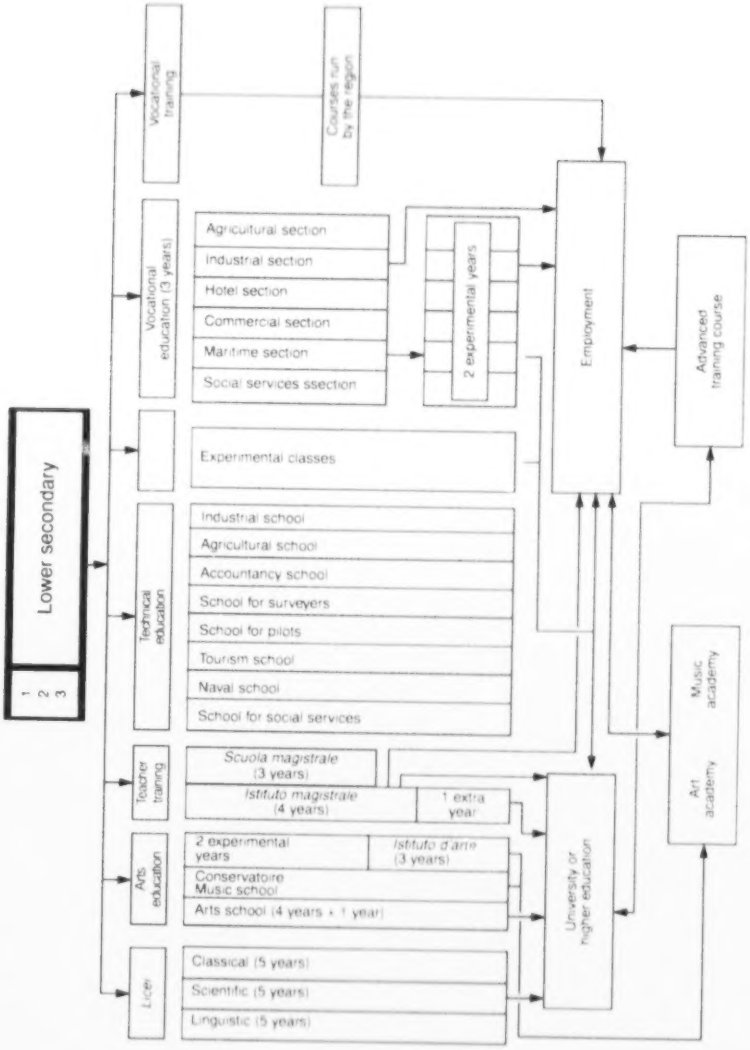
e. Vocational education consists of five programmes: agricultural, industrial, maritime, commercial, hotel work and tourism. Each is subdivided into a very large number of specialisations (about 130 in all). By "vocational" schools is understood all those that prepare young people between 14 and 17 to practice an occupation and give them a vocational proficiency certificate in the chosen field of specialisation.

The courses, which last three years, are organised by the ministry and placed under the supervision of a head teacher. They end with a qualifying examination. The curriculum comprises components of general compulsory education and vocational subjects, which vary according to the occupational field chosen.

Periods of training in industry can be arranged. Pupils can continue their studies by following further two-year "post-qualification" courses and end with a *maturità professionale* examination giving access to university.

There are thus more than twenty types of secondary school in Italy, which provide training in more than a hundred specialised fields. This makes for a very complex structure. In addition, secondary schools steadily expanded during the period from 1986 to 1991. At the present time, 86,5% of pupils who have completed their compulsory schooling go on to upper secondary

Secondary education in Italy



BEST COPY AVAILABLE

education. Pupil distribution over the various fields of specialisation varies little: the demand for vocational schools has levelled off and there has been a decrease in enrolments for the industrial and teacher training *istituti*. In the "classical" and "scientific" schools, there has been a slight relative increase.

In Italy, 90% of the young go to state schools. The others follow courses run by the regional authorities (vocational training) and a small number attend private schools. These are organised by religious institutions, private organisations or simply by individuals.

VII. Experimentation and innovation

The possibility of conducting experiments and making formal and substantive changes to curricula, structures and methods in the Italian education system was ushered in by the 1974 Acts which, as has already been said, also marked the beginning of the introduction of autonomy for schools.

Articles 2 and 3 of Presidential Decree No. 419 of 31 May 1974 authorised the teachers' council to plan "experiments" with a view to introducing methodological and pedagogical innovations (Article 2) or innovations and modifications in structures and curricula (Article 3).

Analysis of the innovative measures taken in Italian schools reveals the co-existence of two principles of action, one legislative, leading to organisational and structural changes, the other administrative, focusing on adjustments to curriculum design and objectives. The two complement and interact with each other in a way that remains just as relevant as ever.

The point is that the idea of continuous experimentation, which has led the education system to adapt to the demands of society, has in the past produced a rather confused pattern of change without any overall goal, even though the Ministry of Education has on its own initiative undertaken several innovative projects in the field of technical and vocational education that are currently making for a genuine reform in educational content in vocational schools (*Projetto 92* – Project 92).

The fact that parliamentary procedures, which necessitate a considerable length of time for the introduction of any reform, have become increasingly out of phase with educational realities, has led to an ever sharper distinction between the *de facto* school and the *de jure* school.

The implementation of educational reform is beset by huge organisational difficulties as a result of red tape and immense differences in context and facilities between the various parts of the country.

Nevertheless, the overall picture of upper secondary education seems particularly dynamic in that, pending the reform, there is generally a determined

move towards modifying structures, regulations, curricula and teaching methods.

In 1990 a ministerial commission known as the Brocca Commission (after its chair) was set up, in response to the new demand for a school that would offer an "open" training and education service conducive to the development of new core curricula.

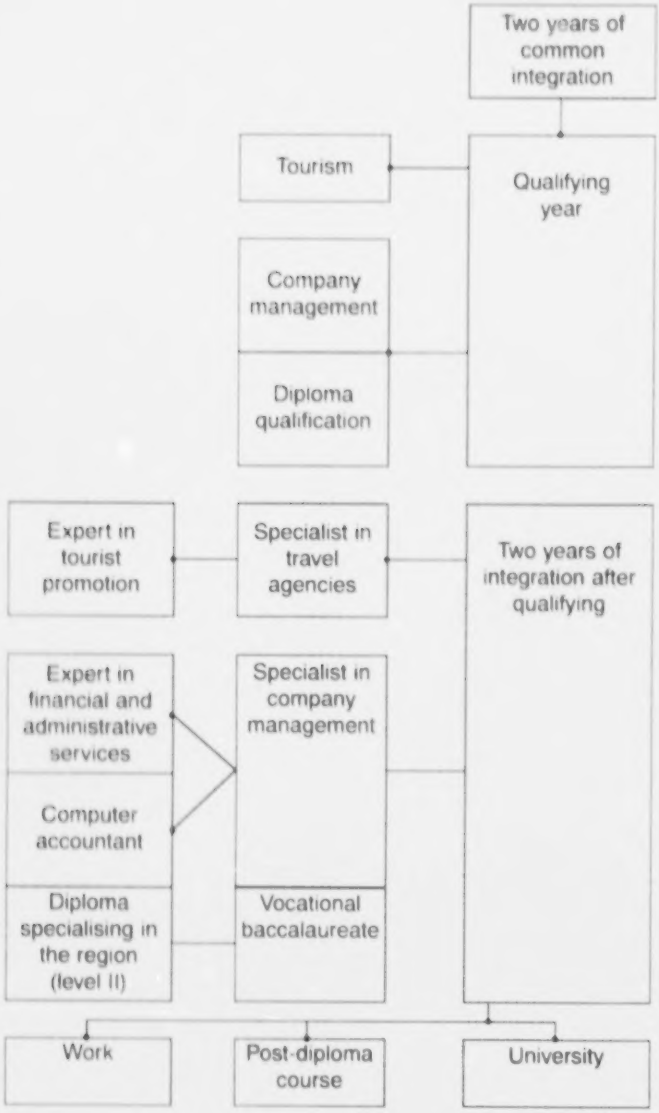
This commission is operating in the context of a prospective raising of the school-leaving age to 16. Its work is centred on curricula for the first years which combine subjects from the various courses of study (Italian, history, mathematics) with others that are considered to be more in keeping with the educational needs of young people (a foreign language, experimental sciences and knowledge of the principles of economics and law) in order to set new objectives.

No doubt the most significant reform was the vocational schools reform under a Ministerial Decree of 24 April 1992, defining the new curriculum and timetable structure for three years of coursework, whereas for the first two years (66% of classes), the reform is based on *Progetto 92*.

Progetto 92, carried out on the initiative of the Ministry of Education, provides for a close link between state-run vocational education and vocational training under the responsibility of the regions (see appendix). The approach is an experimental one, directed at young people between the ages of 14 and 19 who, after three years' studies, in the last two years (the penultimate and final year) attend courses for five days and spend the sixth day in one of the vocational training centres set up by the regional and provincial authorities. These answer the demands for occupational specialisation made by the school *organi collegiali*. At the end of this training, pupils, after a state examination, obtain a *maturità professionale* diploma and at the same time, after another examination, set this time by the regional authorities, a higher vocational training certificate enabling them to obtain employment in the chosen specialisation.

In order to adapt schools more closely to the labour market and to give pupils an opportunity to acquire qualifications of a more up-to-date and less static kind, *progetti assistiti* (projects for which government assistance is provided) have been introduced into technical education. These represent a true example of an "endogenous" reform that can be implemented without legislative action. These projects, which vary according to the specialisation to which they relate, have been given individual names for the sake of convenience: Ambra, Cerere, Mercurio, Erica, Egeria, Igea, etc.

Progetto 92 – Diagram of the new vocational school for the academic year 1994/95



29

– Ambra provides training for electronic engineers, enabling them to analyse and compute circuits for automatic systems and for industrial applications.

– Igea produces chartered accountants for Europe, who in five years learn two foreign languages and follow a more advanced specialisation in response to changing demands on the employment market.

– Erica offers students a high-level course in which modern European languages and computer science play a pre-eminent role, in order to meet the requirements of the tertiary sector.

– Cerere covers in the last three classes courses in microbiology and chemistry applied to food technologies, and further studies in agricultural economics.

– Mercurio, in the context of a more thorough grounding in general education, is aimed at providing young people with training in accounting, organisation and computer science for business management.

The distinctive feature of these projects is that they directly involve on the one hand, the technical and administrative ministerial services and regional research bodies in the preparation of teaching materials, and, on the other hand, representatives of the productive sector in the organisation of periods of training and other measures (visits to firms, sandwich courses, etc.), with each body being given responsibilities of its own.

Essentially, through a radical realignment of curricula, these experimental projects help to train technicians who are better fitted to adjust to different requirements according to the national and international context and, in particular, the European dimension.

Experimental classes are established in parallel with regular classes on the request of parents and with the approval of the ministry. They are subject to periodic monitoring by the inspectors, who give their opinion on the experiment and ask for it to be continued or brought to an end. The teachers do not have full tenure, but if they start the experiment, they have the right to continue to teach in the programmes for five years.

The *Piano Nazionale Informatica* (Nationwide Computer Plan) is a highly significant example of experiments nationwide. It was already operational in 1989/90 and has in the last few years been extended to languages and literature. Participation in this project by the technical *istituti* stands at 70%. Its object is the teaching and dissemination of information technology applied to education in all fields.

Ministerial Circular No. 262 of 1988 regulates the enrolment and attendance of disabled pupils in upper secondary schools and extends to secondary education, by analogy, the measures taken in the early 1970s to guarantee disabled pupils the right to education at primary and lower secondary levels.

Act No. 104 (1992) provides for the right of young disabled persons to health assistance and social protection and also their right to social integration. This includes both vocational training and employment. It refers to central or regional implementing measures providing for working groups with the task of determining forms of co-operation and association between the various central and regional agencies and with the social services. These groups are set up under the auspices of each superintendency. They include the superintendent of schools, experts designated by associations of disabled persons or the families concerned, by local authorities and health services, and, lastly, a provincial co-ordinator. Their aim is to help to draw up a real "blueprint for living", facilitating the social integration of disabled persons.

The educational integration of such pupils is also aided by the presence in each establishment of a number of teachers (one for four disabled pupils) who have received a two-year course of specialised training.

The *Progetto Giovani 93* (Youth Project 93) reflects another kind of approach. Across-the-board and interdisciplinary, it seems to point to a different way of organising and receiving education.

This nationwide project (involving 73% of schools) has made for a two-way relationship between the school and its local environment, so that schools no longer operate in isolation as they did in the past. It is designed to develop a sense of responsibility and to make young people aware of their own value. One of the merits of this project is that it is aimed not at teachers but at young people, as they bring with them particular demands, desires, motivations, expectations and needs, which are determined by factors not bound up with formal education alone.

Act No. 162 (1990) is designed to combat drug addiction, smoking and alcoholism. It recognises that the primary task of schools is to inform and prevent, through health education. It provides for the designation of a teacher-counsellor and gives prominence to topics that may encourage direct participation by the young, which is the most effective deterrent.

The timetables in the appendix offer a means of comparing in this respect experimental courses and regular courses.

VIII. Considerations and prospects

This guide highlights the very complex nature of the secondary education system in Italy. Each topic addressed would benefit from fuller treatment, each problem broached requires more detailed study. The need to confine this report to an overview has meant dealing with many subjects in a general and at times approximate manner.

It has already been stressed that the Italian school dates from an earlier period and was designed to meet the demands of yesteryear but that it has, in the course of time, retained its basic structure. However, it has, whenever necessary, adapted to new economic, social and cultural circumstances through "piecemeal" changes which have, nevertheless, often been of considerable significance.

There can be no doubt that the new principles introduced in the 1948 Constitution of the Republic and the more detailed provisions that followed are such as to meet the new educational demands and have generated momentum for a regular revision of educational content and methodology.

Yet there has never been any really comprehensive reform of secondary education, despite such a reform having being called for in political, economic and social circles from the end of the second world war.

Recent ideas to have emerged from an analysis of the demands of young people and of society turn around the establishment of complete educational and administrative autonomy for Italian schools, even though they continue to be framed by a legislative system that determines responsibilities, sets limits and arranges for supervision.

The context in which our country is developing is marked by social, cultural and economic changes that are affecting all the industrialised countries, by the necessity of reducing the gap between economic development and educational output, and by the internationalisation of the problems facing the individual and society alike.

A school that pursues these objectives must help to develop greater participation by all its members, but must also encourage those operating within it to assume responsibility.

In addition, responsiveness to the outside world is desirable, so that pupils can find enrichment and test themselves against society and working life and be given opportunities to obtain training and information that enable them to meet the demands of life itself.

The education system is to assume the role of a *de jure* system, capable of guaranteeing services designed to offer adequate responses to the needs of teachers, pupils and the community.

This model also seems consonant with the ideas expressed in the recent report of the Commission of the European Union on education and training.

The horizontal network of schools, by offering possibilities of comparison for research purposes, is opening the way towards the new type of complementarity adumbrated in the Maastricht Treaty, as a precondition for the development of relations among schools rather than among education authorities.

This is the surest way of enhancing the role of the school as a social and vocational institution and assigns to it a central place in the development of autonomous institutions, backed, however, by a system of co-ordination both nationally and locally.

Schools will be given full responsibility for the management of their own property and will be able to sign agreements with other schools, the authorities and public and private organisations for the implementation of joint education and training projects.

These modes of co-operation may be developed between schools of different levels or of the same level and, in the case of institutions of upper secondary education, take the form of courses of advanced training and specialisation under arrangements to be determined in conventions or specially tailored agreements, in the context of regional programmes aimed at bringing schools into a closer relationship with working life.

The public school service, which includes state schools and private institutions together, will be able to offer:

- initial training programmes for young people;
- support for further training;
- support for pupils in difficulty.

The operational style of each school should be determined by the objectives of projects. Needless to say, in order to be able to exercise real administrative and managerial autonomy, each school will require tools, tasks, resources, responsibilities and methods of organisation no longer matching the administrative tradition that has so far prevailed (for example, accredited and hence well-motivated teachers, responsible for their educational projects, the earmarking of sufficient resources by the state or from pupils or public or private organisations, and financial independence). The central authorities must assume the tasks of promoting, co-ordinating, planning, directing and assessing the system. The regional authorities will be responsible for project support, consultation, and especially the monitoring of educational output.

Lastly, the regional and local authorities will be required to co-ordinate and guarantee the effectiveness and efficiency of school activities.[1]

The aim is at once to raise the school-leaving age to 16 and to bring about a full reform of secondary education.

The integration of young people from countries outside the European Union requires a change in educational content in the interests of multiculturalism.

By bringing pupils into contact with other people and with other cultures, these initiatives are generating true intercultural understanding, and this in turn is making for constant and sustained exchange between cultures, which is necessary for the development of a new European outlook in young people. Wider horizons are thus opening up for education.

1. The school principal will play a decisive role, having the task of optimising human and professional resources, managing finances and ensuring that the best results are achieved. He or she will be backed by the *organi collegiali*, reorganised for that purpose.

References

Daniele, N., *La pubblica istruzione*, ed. Giuffrè, MI.

Fediga-Zanatta, *Il sistema scolastico italiano*, Mulino, BO.

Frabboni-Pinto-Trebisacce, *Scuola '91*, ed. Laterza, BA.

Corda Costa, M., *La scuola e l'alunno*, La Nuova Italia, FI.

Zanobini-Vetrin *Dizionario della P. I.*, ed. Giuffrè, MI.

AA. VV., *Rapporto sulla situazione del paese 1992*, ed. Censis, Rome.

AA. VV., *La scuola secondaria in Italia*, ed. Vallecchi, FI.

AA. VV., *Dopo la scuola dell'obbligo* a cura della Provincia e del Provveditorato di Bologna, 1993.

AA. VV., *"L'integrazione scolastica deglialunni con handicap"*, a cura del Provveditorato di BO LoSchiavo,A. *"Progetto '92"* in *Annali della P.I.*, n.6 del 1988, ed. Le Monnier, FI.

AA. VV. *"Piani di Studio della Scuola Secondaria"*, Le proposte della Commissione "Brocca" in *Annali della P.I.*, n.59/60 del 1992, ed. Le Monnier, FI.

AA. VV. *La scuola italiana dall'Unità ai nostri giorni*, a cura di G. Cives, ed. La nuova, Italia 1990, FI.

Florio, A., *Ordinamento giuridico della Scuola Italiana*, ed. Cedam Padova 1967.

Natale-Colucci-Natoli, *La scuola in Italia - Dal 1859 ai decreti delegati*, ed. G. Mazzotta, 1975.

De Simone-Salazar, *La nuova scuola italiana*, 2 volumes, ed. Giuffrè, MI, 1975.

F. Staderini, *La responsabilità civile degli insegnanti e dei dirigenti scolastici*, ed. Giuffrè MI, 1967.

L. Agazzi, *Struttura, organizzazione, attività, degli organi collegiali*, ed. La Scuola, BS, 1989.

B. Verticchi, *Una scuola per tutta la vita*, ed. La Nuova Italia, FI, 1991.

Appendix

The following tables present Italian secondary schools: basic statistical data, examples of timetables in the different areas of education.

Table 1: Weekly timetables for the *Liceo classico* and the *Liceo scientifico*

Subjects	*Liceo classico*					*Liceo scientifico*				
	Year scolaires					Year				
	I	II	III	IV	V	I	II	III	VI	V
Religion or alternative	1	1	1	1	1	1	1	1	1	1
Italian language and literature	5	5	4	4	4	4	4	4	3	4
Latin language and literature	5	5	4	4	4	4	5	4	4	3
Greek language and literature	4	4	3	3	3	-	-	-	-	-
Foreign language and literature	4	4	-	-	-	3	4	3	3	4
History	2	2	3	3	3	3	2	2	2	3
Geography	2	2	-	-	-	2	-	-	-	-
Philosophy	-	-	3	3	3	-	-	2	3	3
Natuel sciences, chemistry and geography	-	-	4	3	2	-	2	3	3	2
Mathematics	2	2	3	2	2	5	4	3	3	3
Physics	-	-	-	2	3	-	-	2	3	3
Drawing	-	-	-	-	-	1	3	2	2	2
History of art	-	-	1	1	2	-	-	-	-	-
Physical education	2	2	2	2	2	2	2	2	2	2
Total	27	27	28	28	29	25	27	28	29	30

Table 2: Weekly timetables: *Scuola magistrale* and *Istituto magistrale*

Subjects	*Scuola magistrale*			*Istituto magistrale*			
	Year			Year			
	I	II	III	I	II	III	IV
Religion or alternative	2	2	2	1	2	2	1
Italian language and literature	4	4	4	4	4	4	4
Latin language and literature	-	-	-	5	3	4	3
Foreign language and literature	-	-	-	4	4	-	-
Pedagogy	4	4	4	-	-	-	-
Philosophy and pedagogy	-	-	-	-	4	4	4
Psychology	-	-	-	-	1	1	-
History and geography	3	3	3	4	4	4	3
Mathematics, physics and science	2	2	2	-	-	-	-
Mathematics and physics	-	-	-	4	3	4	4
Natural sciences, chemistry and geography	-	-	-	3	3	3	3
Hygiene	2	2	2	-	-	-	-
Music	3	2	2	-	-	-	-
Choir	-	-	-	1	1	1	1
Domestic science and work	3	3	3	-	-	-	-
Visual arts	3	2	2	-	-	-	-
Drawing and visual arts	3	2	2	-	-	-	-
Drawing and art history	-	-	-	2	2	2	2
Work experience	2	4	4	-	-	-	-
Didactics	-	-	-	-	-	2	4
Physical education	2	2	2	2	2	3	3
Total	31	32	32	30	33	34	32
Options in certain etablishments							
– a musical instrument	-	-	-	2	2	2	2
– foreign language				-	-	3	3
– mathematics and computing				2	3		
Total with options	-	-	-	34	38	39	37

37 BEST COPY AVAILABLE

Table 3: Timetables in technical education

A: Commercial and industrial education

Subjects	Commercial Administrative stream					Industrial *Biennio pro pedeutico*	
	Year					Year	
	I	II	III	IV	V	I	II
Religion or alternative	1	1	1	1	1	1	1
Italian language and literature	5	5	3	3	3	5	5
History and civic education	2	2	2	2	2	2	2
First foreign language	3	3	3	-	-	3	3
Second foreign language	3	3	3	3	3	-	-
Mathematics	4	4	2	2	2	5	4
Physics and lab. work	-	-	-	-	-	5	5
Physics	2	2	-	-	-	-	-
Natural sciences	3	-	-	-	-	-	3
Chemistry and lab work	-	-	-	-	-	-	5
Chemistry and commerce	-	2	2	-	-	-	-
Design and lab work	-	-	-	-	-	6	4
Geography	-	-	-	-	-	3	-
Geography and economics	2	2	2	2	2	-	-
Accounting	-	-	3	5	6	-	-
Accounting and technical commerce	-	-	3	5	4	-	-
Political economics, finance, statistics and economics	-	-	2	3	3	-	-
Law	-	-	4	3	3	-	-
Total	25	24	30	29	29	30	32
Practical lessons							
- machining	-	-	-	-	-	4	4
- typing	2	1	-	-	-	-	-
- shorthand	2	2	-	-	-	-	-
- accounting	-	2	-	-	-	-	-
- physical education	2	2	2	2	2	2	2
Total with practical lessons	31	31	32	31	31	36	38

B: Industrial electronics and computing

Subjects	Industrial electronics			Computing		
	Year			Year		
	III	IV	V	III	IV	V
Religion or alternative	1	1	1	1	1	1
Italian language and correspondence	-	-	-	3	3	3
Italian language and literature	3	3	3	-	-	-
History and civic education	2	2	2	2	2	2
Mathematics	4	4	-	-	-	-
General mathematics and laboratory applications	-	-	-	6(2)	5(2)	4(2)
Chemistry	2	-	-	-	-	-
Probabilities, statistics, operational and laboratory research	-	-	-	3(1)	3(1)	3(1)
General electrotechnics, electronics measurements and workshop	9(3)	3	-	-	-	-
General electronics, electronics measurements and workshop	-	9(3)	8(3)	-	-	-
Industrial electronics, controls, servomechanics and applications	-	-	8(4)	-	-	-
Electronics and workshop	-	-	-	5(3)	6(3)	6(3)
Technical drawing	3	3	4	-	-	-
General technology, technology of electronic constructions and workshop	3	2	3	-	-	-
Mechanics and machinery	3	4	-	-	-	-
General computing, technico-scientific applications and workshop	-	-	-	6(4)	6(3)	5(2)
English	-	-	-	3	3	3
Technical foreign terms	2	-	-	-	-	-
Automated systems and workshop	-	-	-	5(2)	5(3)	7(4)
Basic law and economics	-	-	2	-	-	-
Practical lessons in machinery	4	5	5	-	-	-
Physical education	2	2	2	2	2	2
Total	38(3)	38(3)	38(7)	36(12)	36(12)	36(12)

N.B. The figures in brackets represent the number of hours spent in workshops

C: Agricultural schools

Subjects	Year				
	I	II	III	IV	V
Religion or alternative	1	1	1	1	1
Italian language and correspondence	5	5	3	3	3
History and civic education	2	2	2	2	2
Geography	2	2	-	-	-
Foreign language	3	3	-	-	-
Mathematics	5	4	3	-	-
Physics	-	2	3	-	-
Rural accounting	-	-	2	2	-
General, organic and non-organic chemistry	-	-	3	-	-
Agricultural chemistry	-	-	-	3	-
Agricultural industry	-	-	-	-	3
Agricultural mechanics	-	-	-	2	2
Natural sciences	2	3	3	-	-
Basic rural construction and drawing	-	-	-	-	4
Basic topography and drawing	-	-	-	3	-
Drawing	2	2	-	-	-
Rural surveying and basic agricultural law	-	-	-	-	5
Rural economics	-	-	-	3	-
Agronomics and culture	-	-	4	3	3
Vegetable pathology	-	-	-	2	-
Agricultural entomology	-	-	-	-	2
Animal husbandry	-	2	2	2	2
Total	22	26	26	26	27
Practical lessons:					
– Natural sciences, vegetable pathology and agricultural entomology	1	1	1	1	1
– Rural economics, surveying and accounting	-	-	-	2	2
– Animal husbandry	-	-	1	1	1
– General, organic and non-organic chemistry and agricultural chemistry and industry	-	-	2	2	2
– Agricultural mechanics and topography	-	-	-	3	3
– Agricultural exploitation	6	6	5	3	3
– Physical education	2	2	2	2	2
Total (including practical lessons)	31	35	37	40	40

D: Schools of land surveying

Subjects	Year				
	I	II	III	IV	V
Religion or alternative	1	1	1	1	1
Italian language and correspondence	5	5	3	3	3
History and civic education	2	2	2	2	2
Foreign language	3	3	-	-	-
Mathematics	5	4	4	3	-
Physics	2	2	3	-	-
Natural sciences and geography	4	4	-	-	-
Chemistry	2	3	2	-	-
Technical drawing	4	4	-	-	-
Rural technology	-	-	4	-	-
Economics and accounting	-	-	3	2	-
Estimation	-	-	-	2	5
Building technology	-	-	2	4	3
Construction	-	-	4	4	7
Topography	-	-	4	8	7
Basic law	-	-	-	2	3
Physical education	2	2	2	2	2
Total	30	30	34	33	33

Table 4: Professional education timetables

A: Professional hotel schools

Subjects	Year				
	Qualifying lessons			Post-qualifying lessons	
	I	II	III	IV	V
Religion or alternative	1	1	1	1	1
General culture and civic education	5	5	5	-	-
Italian language and correspondence	-	-	-	3	3
English and language practice	5	5	5	-	-
German and language practice	5	5	5	-	-
First foreign language	-	-	-	4	3
Second foreign language	-	-	-	5	4
Civic education	-	-	-	1	1
History	-	-	-	2	2
Law, social and hotel legislation	-	-	-	3	4
Political and tourist economics	-	-	-	2	2
Professional techniques	3	3	3	-	-
Serving and bar work (practical lessons)	12	12	12	-	-
Basic commercial techniques and oenology	-	3	3	-	-
Basic administration	3	2	2	-	-
Hygiene	2	-	-	-	-
Physical, political and tourist geography	-	-	-	2	2
Organisation and administrative techniques of hotel management	-	-	-	4	4
History, sociology and psychology of tourism	-	-	-	-	2
Dietary principles	-	-	-	2	-
Hotel technology and work practice	-	-	-	5	6
Physical education	2	2	2	2	2
Total	36	36	36	36	36

B Industrial graphics and mechanics

Subjects	Industrial graphics		Industrial mechanics	
	Year		Year	
	IV	V	IV	V
Religion or alternative	1	1	1	1
Italian language and correspondence	3	3	3	3
History	2	2	2	2
Basic political economics	1	-	1	-
Basic law and social legislation	-	1	-	1
Civic education	1	1	1	1
Foreign language	4	2	4	2
Mathematics	3	3	3	5
Laboratory physics	3	3	4	4
Chemistry and laboratory work	-	-	4	-
Chemistry, photographic and laboratory work	2	4	-	-
Techniques of graphics and photography, and basic graphical installations	4	4	-	-
Electrotechnics and electronics	-	-	3	3
Drawing for graphic arts, basic graphic projects and history of graphic arts	4	4	-	-
Production techniques, basic industrial economics and practical lessons	6	6	-	-
Technology, machinery, production and drawing techniques and practical exercises	-	-	8	12
Physical education	2	2	2	2
Total	36	36	40	40

Table 5: Weekly timetables for experimental lessons in the *Liceo classico* and the *Licenza linguistica*

Subjects	*Liceo classico* International option (French language)					*Licenza linguistica*				
	Year					Year				
	I	II	III	IV	V	I	II	III	VI	V
Religion or alternative	1	1	1	1	1	1	1	1	1	1
Italian	5	5	4	4	4	5	5	4	4	5
Latin	2	2	2	2	-	3	3	3	3	2
French	5	5	5	5	5	4	4	4	6	6
English	3	3	4	4	4	5	5	4	4	4
German	-	-	5	5	5	-	-	4	5	5
History[1]	2	2	2	2	3	2	2	2	3	3
Geography[1]	2	2	-	-	-	-	-	-	-	-
Civic, legal and economic education	2	2		-	-	2	2	-		-
Mathematics and computing	4	4	3	3	3	5	5	3	3	3
Physics	3	3	-	-	-	2	2	2	-	-
Philosophy	-	-	3	3	3	-	-	3	3	3
Sciences	3	3	3	3	3	-	-	-	-	-
Chemical biology and earth sciences	-	-	-	-	-	3	3	2	-	-
Drawing and art history	2	2	2	2	2	2	2	2	2	2
Physical education	2	2	2	2	2	2	2	2	2	2
Total	36	36	36	36	36	36	36	36	36	36

1. History and geography lessons in the *Liceo classico* are given in French

BEST COPY AVAILABLE

Table 6: Weekly timetables for experimental lessons in technical institutes

A: Institute of industrial techniques

Subjects	Experimental section of industrial electronics. Ambra project				
	Year				
	I	II	III	IV	V
Religion or alternative	1	1	1	1	1
Italian	5	5	3	3	3
History and civic education	2	2	2	2	2
Geography	3	-	-	-	-
Foreign language	3	3	3	3	2
Mathematics (with workshop in the second year)	5	4	4	3	2
Physics and lab work	5	5	-	-	-
Natural sciences	-	3	-	-	-
Chemistry and lab work	-	5	-	-	-
Drawing	6	4	-	-	-
Practical work	4	4	-	-	-
Physical education	2	2	2	2	2
Industrial economics and law	-	-	-	2	2
Electronics (in workshop)	-	-	4	7	4
Electrotechnics (in workshop)	-	-	6	3	-
Mechanical systems (in workshop)	-	-	3	5	6
Mechanics and machinery	-	-	-	-	6
Technology, drawing and projects (in workshop)	-	-	5	5	5
Total	36	38	36	36	36

B. Technical institute specialising in agribusiness (Cerere project)

Subjects	Year				
	I	II	III	IV	V
Religion or alternative	1	1	1	1	1
Italian and correspondence	5	5	3	3	3
History	2	2	2	2	2
Foreign language	3	3	2	2	2
Physical education	2	2	2	2	2
Basic law and economics	2	2	-	-	-
Mathematics and computing	5	5	4	2	-
Physics and lab work	3	3	-	-	-
Natural sciences and applied macrobiology	3 (6)	3 (2)	4 (2)	2	2 (2)
Chemistry and lab work	3 -	3 3 (6)	- -	- -	- -
Applied chemistry and technology	-	-	2 (2)	3 (2)	3 (2)
Food	-	-	-	3	3 (2)
Agronomics	-	-	5 (3)	5 (3)	5 (3)
Agricultural economics	-	-	3 (2)	2 (2)	-
Industrial management techniques	-	-	-	3	-
The food business	-	-	-	-	6 (2)
Applied physics	-	-	2	-	-
Machines and agribusiness installations	-	-	-	2 (1)	3 (2)
Topography and construction – basic drawing	-	-	3	2 (1)	2 (1)
Animal husbandry	-	-	3	2 (1)	2 (1)
Practical industrial training	4	3	-	-	-
Total	33 (6)	35 (8)	36 (9)	36 (10)	36 (15)

N.B. The numbers in brackets represent the number of hours spent in the workshops

Table 7 – Statistical data

A. Percentage of pupils in different types of secondary schools

Type of school	1986-87	1987-88	1988-89	1989-90[1]	1990-91[1]	1991-92[1]
Instituti professionali	19,5	19,2	18,8	18,9	18,9	19,1
Instituti tecnici	46,1	46,1	46,2	45,8	45,5	45,0
including:						
Instituti tecnici industriali	12,0	12,0	11,9	11,5	11,5	11,3
Instituti commerciali	23,1	23,4	23,7	23,7	23,3	23,1
Instituti per geometri	5,7	5,6	5,7	5,7	5,9	6,1
Scuole and instituti magistrali	6,1	6,9	6,7	6,6	6,5	6,4
Licei scientifici	16,3	16,7	17,1	17,4	17,7	18,0
Licei gimnasi[2]	8,0	8,0	7,9	8,0	8,0	8,1
Instituti d'arte and licei artistici	3,0	3,1	3,3	3,3	3,4	3,4
Total	100,0	100,0	100,0	100,0	100,0	100,0
Total number of pupils	2 657 262	2 719 334	2 797 804	2 853 002	2 860 983	2 864 885

1. Provisional data.
2. Including linguistic schools.

Source: Censis on the basis of data from the Italian Statistical Institute.

B. Enrolments

Year	Pre-school	Primary	Lower secondary	Upper secondary
1970/71	1 619,8	4 918,4	2 286,9	1 732,2
1980/81	1 804,7	4 832,6	2 856,4	2 439,0
1990/91	1 538,8	2 985,4	2 151,4	2 864,9

C: Enrolment ratios

Year	Pre-school	Primary	Lower secondary	Upper secondary
1970/71	59,4	108,0	90,4	44,3
1980/81	21,9	100,5	105,1	51,7
1990/91	91,1	98,9	106,8	69,9

D: Teacher/pupil ratios (in state schools only)

Year	Pre-school	Primary	Lower secondary	Upper secondary
1970/71	26,0	21,4	12,6	11,5
1980/81	13,1	15,7	10,5	10,1
1990/91	10,8	10,8	8,2	7,9

E: Number of teachers

Years	Pre-school	Primary	Lower secondary	Upper secondary
1970/71	3 577	210 141	187 154	128 625
1980/81	57 314	260 502	262 460	212 653
1990/91	75 970	261 133	264 019	273 592

F: First year enrolments in upper secondary by type of programme (in '000s)

Year	Classical	Scientific	Teacher training	Linguistic	Technical	Vocational	Artistic
1971/72	41,8	71,7	50,6	n.a	181,2	110,3	13,5
1981/82	42,9	72,7	69,1	10,5	257,2	153,3	16,9
1991/92	50,3	103,8	45,5	7,1	269,1	149,4	24,7

G: Total enrolments in upper secondary (in '000s)

Year	Classical	Scientific	Teacher training	Linguistic	Technical	Vocational	Artistic
1971/72	204,0	280,7	207,5	n.a	720,3	175,5	411,2
1981/82	205,4	345,1	241,1	45,5	1 086,4	642,5	57,9
1991/92	281,1	471,8	183,2	43,8	1 289,7	546,1	99,2

Sales agents for publications of the Council of Europe
Agents de vente des publications du Conseil de l'Europe

AUSTRALIA/AUSTRALIE
Hunter publications, 58A, Gipps Street
AUS-3066 COLLINGWOOD, Victoria
Fax (61) 34 19 71 54

AUSTRIA/AUTRICHE
Gerold und Co., Graben 31
A-1011 WIEN 1
Fax (43) 1512 47 31 29

BELGIUM/BELGIQUE
La Librairie européenne SA
50, avenue A. Jonnart
B-1200 BRUXELLES 20
Fax (32) 27 35 08 60

Jean de Lannoy
202, avenue du Roi
B-1060 BRUXELLES
Fax (32) 25 38 08 41

CANADA
Renouf Publishing Company Limited
5369 Canotek Road, Unit 1
CDN-OTTAWA ONT K1J 9J3
Fax (1) 613 745 76 60

DENMARK/DANEMARK
Munksgaard
PO Box 2148
DK-1016 KØBENHAVN K
Fax (45) 33 12 93 87

FINLAND/FINLANDE
Akateeminen Kirjakauppa
Keskuskatu 1, PO Box 218
SF-00381 HELSINKI
Fax (358) 01 21 44 50

GERMANY/ALLEMAGNE
UNO Verlag
Poppelsdorfer Allee 55
D-53115 BONN
Fax (49) 228 21 74 92

GREECE/GRÈCE
Librairie Kauffmann
Mavrokordatou 9, GR-ATHINAI 106 78
Fax (30) 13 23 03 20

HUNGARY/HONGRIE
Euro Info Service
Magyarorszag
Margitsziget (Európa Ház),
H-1138 BUDAPEST
Fax (36) 1 111 62 16

IRELAND/IRLANDE
Government Stationery Office
4-5 Harcourt Road, IRL-DUBLIN 2
Fax (353) 14 75 27 60

ISRAEL/ISRAËL
ROY International
17 Shimon Hatrssi St
PO Box 13056
IL-61130 TEL AVIV
Fax (972) 3 546 1423

ITALY/ITALIE
Librería Commissionaria Sansoni
Via Duca di Calabria, 1/1
Casella Postale 552, I-50125 FIRENZE
Fax (39) 55 64 12 57

MALTA/MALTE
L. Sapienza & Sons Ltd
26 Republic Street
PO Box 36
VALLETTA CMR 01
Fax (356) 233 621

NETHERLANDS/PAYS-BAS
InOr-publikaties, PO Box 202
NL-7480 AE HAAKSBERGEN
Fax (31) 542 72 92 96

NORWAY/NORVÈGE
Akademika, A/S Universitetsbokhandel
PO Box 84, Blindern
N-0314 OSLO
Fax (47) 22 85 30 53

POLAND/POLOGNE
Główna Księgarnia Naukowa im. B. Prusa
Krakowskie Przedmiescie 7
PL-00-068 WARSZAWA
Fax (48) 22 26 64 49

Internews
Ul. Kolejowa 15/17
PL-01-217 WARSZAWA
Fax (48) 22 632 55 21/66 12

PORTUGAL
Livraria Portugal
Rua do Carmo, 70
P-1200 LISBOA
Fax (351) 13 47 02 64

SPAIN/ESPAGNE
Mundi-Prensa Libros SA
Castelló 37, E-28001 MADRID
Fax (34) 15 75 39 98

Librería de la Generalitat
Rambla dels Estudis, 118
E-08002 BARCELONA
Fax (34) 343 12 18 54

SWEDEN/SUÈDE
Aktiebolaget CE Fritzes
Regeringsgatan 12, Box 163 56
S-10327 STOCKHOLM
Fax (46) 821 43 83

SWITZERLAND/SUISSE
Buchhandlung Heinimann & Co
Kirchgasse 17, CH-8001 ZÜRICH
Fax (41) 12 51 14 81

BERSY
Route du Manège 60, CP 4040
CH-1950 SION 4
Fax (41) 27 31 73 32

TURKEY/TURQUIE
Yab-Yay Yayimcilik Sanayi Dagitim Tic Ltd
Barbaros Bulvari 61 Kat 3 Daire 3
Besiktas, TR-ISTANBUL

UNITED KINGDOM/ROYAUME-UNI
HMSO, Agency Section
51 Nine Elms Lane
GB-LONDON SW8 5DR
Fax (44) 171 873 82 00

UNITED STATES and CANADA/
ÉTATS-UNIS et CANADA
Manhattan Publishing Company
468 Albany Post Road
PO Box 850
CROTON-ON-HUDSON, NY 10520, USA
Fax (1) 914 271 58 56

STRASBOURG
Librairie Kléber
Palais de l'Europe
F-67075 STRASBOURG Cedex
Fax (33) 03 88 52 91 21

Council of Europe Publishing/Editions du Conseil de l'Europe
Council of Europe/Conseil de l'Europe
F-67075 Strasbourg Cedex
Tel. (33) 03 88 41 25 81 - Fax (33) 03 88 41 27 80

BEST COPY AVAILABLE

This publication contains a brief description of secondary education in Italy.
It constitutes one part of a series entitled "Guide to secondary education in Europe" developed as part of the project "A secondary education for Europe".
The aim of this series is to make accessible to the public not only a systematic and coherent exposition of the educational systems and traditions in all signatory states to the European Cultural Convention, but also to outline the essential problems these systems are facing at the present time.
Each book has been written by an expert from the country concerned on the basis of a questionnaire. The questionnaire was drawn up by Denis Kallen who has both co-ordinated the series and undertaken the editing of each text in collaboration with the author.
Given that this is an area in which changes take place particularly quickly and that the translation, revision and publication of the manuscript require a certain amount of time, there will be an opportunity to publish updated information for the Final Conference of the project in 1996.

Council of Europe Press

ISBN 92-871-2790-5

51